



JQA Behaviour Procedures: working together to create a culture of opportunity, respect and excellence.

These procedures are underpinned by the guiding principles of the CORE Behaviour Policy

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Values and Principles

Jewellery Quarter Academy aims to provide the highest quality education, maintaining a disciplined, caring environment in which teachers can teach and students can learn. Our procedures rest on our CORE values:

- **Collaboration – we succeed by working as a team**
- **Opportunity – we develop by taking on new challenges**
- **Respect – we care by respecting and looking after each other**
- **Excellence – we achieve by giving 100% in everything we do**

We believe in:

- The right of all members of the academy and wider community to be treated with dignity and respect.
- The right of all members of the academy and wider community to work in a clean, well-resourced and well-cared for physical environment.
- The right of all members of the academy and wider community to be safe and secure at all times from any threat to their personal well-being.

Jewellery Quarter Academy believes that students must dedicate themselves to behave excellently for effective teaching and learning to take place. These procedures have been written using Department of Education guidance (February 2014). This behaviour and discipline procedures underpin education and ethos at the academy. Academy staff, students and parents/carers will be made aware of the high standards of behaviour expected of all students at all times. The behaviour and discipline procedures are supported by senior staff, the Headteacher and the Governance.

The academy promotes a culture of Fundamental British Values which must be upheld by students at all times. We expect parents to take responsibility in supporting a collective approach to tackling negative behaviours of students who exhibit any attitude and/ or beliefs which undermine these values. This includes any actions or behaviour that undermines the safety (and feeling of safety) of our children and the local community both in and out of academy. The academy will deal with incidents of this nature in a serious manner to continue to promote student safety, feelings of safety and Fundamental British Values.

The central principle of our approach is that **we should all treat each other as we ourselves would wish to be treated in a culture of respect**. We encourage respect for everyone as an individual, making sure our words and actions do not cause inconvenience or offence to anyone. Our 'Home Academy Collaboration Agreement' encompasses our shared values and is signed by parents, students and the Headteacher. In order to safeguard their own rights and the rights of others, it is necessary for all members of the Academy community to

accept a number of responsibilities. There is a 'Code of Conduct' for parents/carers on our website.

Scope of the Procedures

These procedures should be read in conjunction with a range of other CORE policies and practices relating to student behaviour such as:

Anti Bullying Policy

Attendance Policy

Behaviour Policy

E-Safety Policy

Parent Code of Conduct

Safeguarding and Child Protection Policy

SEND Policy

Uniform Expectations

All of the above-named policies are on our website or available on request.

Student Code of Conduct – Gold Standards

The CORE Behaviour Policy sets out to clarify the responsibilities which are shared by everyone involved in the community of Jewellery Quarter Academy. The policy relates specifically to areas of academy life and student behaviour in the wider community and revolves around 3 key principles/aims which form our culture:

Ready

- We always wear correct and smart uniform at all times and we always have the right equipment for learning.
- We always attend school and all lessons on time and follow our lesson routines
- We make the most of all opportunities for learning
- We give 100% effort towards academic achievement by completing work and homework on time.

Respectful

- We use good manners and are kind to everyone at all times
- We speak and act respectfully to all, representing our academy positively
- We keep the academy tidy and litter free, not eating in classrooms
- We always follow all instructions 'first time, everytime'
- We SHINE in all our lessons
- We listen carefully when an adult or another student is talking
- We show respect for academy property and others' property in the academy community
- We are always truthful and honest.

Safe

- We always walk quietly, calmly and purposefully
- We are always in the right place doing the right thing
- We do not bring in any items that are unhealthy/might cause ourselves or others harm
- We keep our hands and feet to ourselves, respecting others' space
- Our mobile phones are not seen or heard on site
- We report any concerns to an adult and resolve them together.

In order to safeguard each student's happiness and well-being, and ensure the highest standards of personal achievement for all. Any allegation that a student may make about a member of staff is considered most serious and the investigation into such situations would be conducted by Leadership. If through investigation, it is found that a student has made a malicious allegation about his/her teacher the following action will be taken:

- a. A suspension for the student will be imposed.
- b. The student may be removed from the teacher's lessons to work with another member of staff.

- c. This decision will be made with the member of staff concerned.
- d. Staff will be reminded of procedures to keep themselves safe and not be alone in the company of or have conversations with the student on their own.
- e. If the student makes a second malicious allegation against a member of staff, permanent exclusion will be considered.

Jewellery Quarter Academy will not tolerate any dangerous items brought onto academy site. If it is deemed that items threaten the safety or well-being of any member of the academy or wider community these items will be confiscated and the police may be involved.

In line with CORE's Behaviour Policy (3.2), students may be disciplined for:

- a. any misbehaviour when a student is:
 - i. taking part in any academy organised or academy related activity;
 - ii travelling to and from academy;
 - iii wearing academy uniform;
 - iv in some other way identifiable as a student at the academy.
- b. Misbehaviour at any time, whether or not the conditions above apply that:
 - i. could have repercussions for the orderly running of the academy;
 - ii poses a threat to another student or member of the public;
 - iii could adversely affect the reputation of the academy.

Roles and Responsibilities

Students are expected to adhere to the above Code of Conduct at all times, including when travelling to and from the academy and when they can be identified as students of JQA. If students break the code of conduct, they are expected to serve consequences.

Parents/carers are expected to adhere to the 'Parent Code of Conduct' (Appendix E) and to support the academy's strategies and work with staff to ensure their child displays excellent behaviour at all times, signing and agreeing to responsibilities in the 'Home Academy Collaboration Agreement' in their child's planner.

Form Tutors are responsible for the students in their form. This means checking uniform to ensure it meets our standards of excellence and intervening where it does not yet to ensure students are READY for learning. This also involves checking planners daily to ensure they are carried at all times and their students are organised and ready for the day ahead and liaising with parents/carers as appropriate after reviewing planners and equipment daily. Form tutors will work with their year team leaders to support, challenge and reward students with regard

to conduct, working with parents/carers. Form Tutors are the first point of contact for Parents/Carers. They should be making contact with Parents/Carers over:

- academic performance,
- behaviour concerns
- attendance and punctuality issues
- readiness for academy – uniform and equipment

Form Tutors are expected to keep their Year Group Co-Ordinators and Phase Leaders informed about their students.

Curriculum Leaders are responsible for ensuring positive and purposeful learning environments in their areas. They are expected to use behaviour and rewards data to implement strategies to ensure there is a calm, purposeful environment to learning in classrooms and support staff in their teams and students to meet our Ready, Respectful, Safe expectations.

Year Group Co-Ordinators are responsible for the day to day operational management of their year group(s). This includes the pastoral care of the students leading to effective learning and progress, working through their Form Tutors with regard to achievement, responding to behaviour and attendance/punctuality and readiness issues. They communicate key messages to staff through the leadership of weekly year team meetings and through assemblies with students. Year Group Co-Ordinators are expected to review data and lead their team strategically around pastoral priorities, monitoring and evaluating the impact of their actions, updating Phase Leaders and the Polishing Manager as appropriate.

Teachers are expected to adopt the academy routines and a range of strategies to ensure a positive and purposeful learning environment as outlined in our 'behaviour management flowchart'. They are expected to adhere to routines and utilise strategies to react to any behaviours that are not Ready, Respectful or Safe. Teachers will record the performance of each student in their planner, giving recognition and also reward through our merit system. Teachers are also expected to log all incidents of behaviour accurately and factually and can set 60 minute central detention if there is 'serious or persistent/significant disruption to learning' which has required additional support from staff on call. Teachers can also set detentions outside of lesson for behaviours which break our code of conduct (when on duty, for example). Teachers are expected to ensure their next lesson can be a 'fresh start' with no grudges.

The Polishing Manager is expected to support students vulnerable to suspension and permanent exclusion through co-ordinating appropriate interventions with students and families to support students meet standards and expectations at the direction of the Assistant Headteacher.

The Assistant Headteacher for Respect is responsible for whole-academy strategies and mechanisms to ensure the logistical delivery of core aspects of the behaviour policy. This

includes the analysis of data weekly to utilise the strategies of the referral system (Appendix D) and working with and through Heads of Year and Curriculum Leaders to take a pro-active approach to behaviour. The AHT is responsible for co-ordinating responses and actions for significant breaks of the Code of Conduct, leading on Step reports and also, on a daily basis, line managing Heads of Year and Pastoral Assistants, and utilising the 'Support Room' or making further recommendations to the Headteacher regarding other sanctions. The Assistant Headteacher is also responsible for regular evaluation and actions around rewards as well as the rewards strategy to contribute and incentivise students a culture based on our CORE values.

The Lead DSL has responsibility for chairing our Polishing Group – a team of professionals who meet regularly to discuss vulnerable children and families. The Lead DSL line manages the Assistant Headteacher and works closely with other senior staff to set the strategic vision for behaviours at the academy for a culture of learning and monitor and evaluate the provision regularly, also working with other Assistant Headteachers on staff development and coaching.

The Headteacher has overall responsibility for behaviour across the academy and holds all post holders in this hierarchy to account. The Headteacher receives regular data regarding behaviour and the Headteacher makes the decision about Suspension and Permanent Exclusion. The Headteacher meets with Parents/Carer when all other strategies have been unsuccessful.

The Governors hold the Headteacher to account for the behaviour in the academy. The Governors receive regular reports regarding the behaviour of students at the academy from the Headteacher through the Head of Academy Report. Governors may be convened for disciplinary panels (see Appendix C and D)

Monitoring Behaviour

The Academy has an approach of swift intervention with issues of behaviour. We will involve the Parents/Carers in all issues of poor behaviour. There are a number of points where behaviour is monitored and intervention taken:

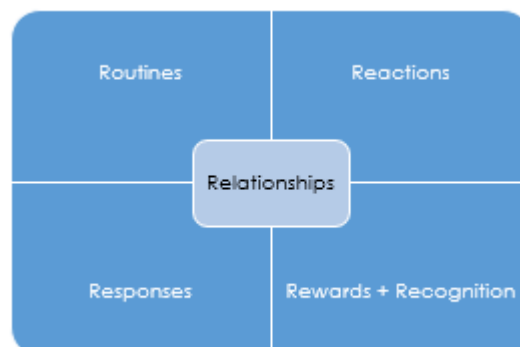
1. Weekly year team meeting where concerns are raised and discussed as year teams.
2. Polishing Group forum discusses any student who is vulnerable to exclusion or who has received an exclusion each half term. Referrals to external agencies are made from these forums where there is a serious concern.

The Assistant Headteacher monitors the behaviour of students through Class Charts daily, weekly, and half termly and shares data with year teams and the rest of the senior team to support effective intervention strategies on a regular basis.

Strategies to Maintain Good Behaviour

Jewellery Quarter Academy operates within the framework of guidance set out by the DFE in its January 2016 publication: Behaviour and Discipline in Academies and uses a number of strategies to ensure and maintain good discipline and behaviour. This diagram (right) sums up our approach.

The Academy uses a range of strategies to maintain good behaviour. These strategies include:



Consequences for choices;

C60: A 60-minute 'central' detention with Year Group Co-Ordinators may be issued by all staff. A 60 minute sanction is issued automatically to:

- **Students whose conduct requires a response from additional staff (removal from lesson via our on call system)**
- those late to academy without valid reason (Ready)
- forgetting their planner (Ready)
- Playfighting/boisterous behaviour outside/inside a classroom (Safe)

C100: A 1 hour 40 minute detention with the Headteacher or Deputy Headteacher on a Friday or Saturday morning. These detentions are issued by senior staff for:

- Persistent defiance or refusal to accept responsibility for conduct

Failure to attend the C100 will lead to further sanctions issued by the Headteacher, detailed below.

The Academy will inform parents of the detention via Class Charts out of courtesy and, under DFE legislation (see above), parental consent is not required. The academy is legally entitled to use detention as a means of correcting poor behaviour.

Removal From Lesson: students can be removed from lesson and placed in another lesson or for intensive support in the Reflection room if their behaviour has not met our high standards and the teacher has exhausted all available strategies.

C45: Lunchtime detention. This is usually reserved for students who have shown boisterous behaviour or persistent lateness.

Community Service: students can be required to clean and tidy aspects of the site as directed and supervised. Any damage to the academy site or property can result in this

sanction with parents/carers paying to repair or replace items also. This will be co-ordinated by our Finance/Operations Manager and based on the balance of probability.

Non-Representation: students can be banned from representing the academy in an activity for a period of time or not permitted to take part in an extra-curricular opportunity.

Opportunity Withdrawal: students can be withdrawn from an opportunity such as an academy trip or in-academy opportunity.

Step Reports with clear targets; There are five levels of report - Form Tutor, Year Group-Co-Ordinator, Assistant Headteacher, Deputy Headteacher and Headteacher. These are reviewed weekly and students are given two clear targets linked to our 'Code of Conduct' based on their behaviour data to support them to improve.

Form Tutor Support: Often used for uniform issues. Form tutors will contact home to support in resolving the issues. Our uniform policy is online on our website.

Pre-Integration: Students who demonstrate defiance and a persistent lack of respect for the academy staff trying to support them is rare. On the rare occasion this does happen, parents/carers will be expected to meet with senior staff and will be accompanied to observe and support their child in lessons.

Shared Support: the student has arrangements made to attend a neighbouring CORE trust academy. This is used in circumstances to avoid a suspension or where an suspension would not be appropriate due to safeguarding concerns.

Personalised Support Plan; The academy can utilise a temporary timetable for students for a maximum of two weeks which is reviewed by the Assistant Headteacher regularly with parents/carers.

Managed Move: To prevent a possible Permanent Exclusion, the academy may work with a neighbouring academy to offer a student a fresh start to academy. The Academy is part of the CORE trust and may use the Trust academies as either a temporary or permanent alternative to attending JQA. The move would not be viewed as suspension, but seen as a strategy to give students an opportunity to have a fresh start.

Suspension: This strategy is used for two main reasons; a serious breach of the Behaviour policy, or for persistent disruptive behaviour where all other strategies have failed to rectify behaviour. The Headteacher is the only person who can exclude a student. All incidents are investigated by the Polishing Team and checked by the Assistant Headteacher.

The academy complies with DfE statutory guidelines on suspensions. Paragraph 6.8 of the CORE Behaviour Policy outlines more about suspensions.

As part of the suspension process, we expect all parents to comply with the information contained in the letter of suspension and accompany their child at a re-integration meeting at the Academy. Students who return to the academy without a re-integration meeting

without their parents/carers present will remain under intense supervision until such time as the meeting can take place. Students returning from a period of suspension may spend a proportionate amount of time in the 'Reflection' room as part of our re-integration procedures.

Permanent Exclusion: Is the very last resort if all other strategies have failed to make an impression of the Students behaviour. In such circumstances, the academy will hand deliver a letter inviting the Parents or Carers and the student to a Hearing. The Academy will share a pack of information with the Parents/Carers as part of the process.

In addition to the range of strategies used internally, there are several external strategies available:

Off-site Direction: This is a full time place at an Alternative Place of Education approved by the Trust. Such placements are very expensive and are used sparingly and in conjunction with parents. Students whose behaviour is likely to lead to a Permanent Exclusion are often considered for such placements, sometimes temporarily. Students are visited by regularly by Senior Leaders and attendance, behaviour and progress is regularly monitored.

The Academy also works with outside agencies due to the need to involve the expertise and support of people outside Jewellery Quarter Academy when a student's behaviour continues to be a cause for concern. In these cases, parents/carers will always be contacted first to discuss the need for external support. The following are agencies the academy can enlist support from, appropriate to the student's needs:

- Education Welfare Service
- Behaviour Support Service
- Educational Psychologist
- Educational Social Worker
- Child and Adolescent Mental Health Service (CAMHS)
- Home teaching service
- Integrated Family Support Team
- Children's Services

This is not an exhaustive list and there are a number of other agencies that we may approach for support, depending upon the nature of the child's difficulties. JQA works in cooperation with West Midlands Police and may engage the support of the Academy Police Liaison Officer, when appropriate. In the event of a crime or suspected crime we may share information with the police.

The Trust Behaviour policy outlines how and why we use CCTV at JQA.

Legal Powers

Detentions

The law on detentions says...

"By virtue of Section 92 of the Education and Inspections Act 2006, there is a legal right for teachers to detain students after the end of a academy, academy or college session or on most weekends, without parental consent."

The Academy will place students in corrections for 60 minutes in most cases starting at 3.10pm. Multiple corrections can be given throughout the day. Students receiving 3 consequences in a academy day will immediately be flagged for intervention and will sit a 60 minute correction that afternoon in the first instance. Parents are notified of this via Class Charts.

Should the student receive a correction during the first four periods of the day, they will complete the correction that night, following senior staff expectations in the correction venue at all times or facing further consequences. Corrections given during period 5 will roll over to the next day. The academy will notify parents via Class Charts to give notice **out of courtesy NOT seeking permission** as the law above states. If Parents/carers do not wish their child to sit after academy corrections for a particular reason, it is their responsibility to ensure their child meets our high standards and does not receive corrections for breaking our clear Code of Conduct.

Students who fail to attend a 60 minute (C60) central detention will have it repeated along with an additional lunchtime detention the following day.

Power to search without consent:

This section is informed by paragraph 9 of the CORE Behaviour Policy:

"In England, sections 550ZA and 550ZB of the Education Act 1996 empower a head teacher to search a student or a student's possessions if the head teacher has reasonable grounds for suspecting that the student has a 'prohibited item' i.e. a knife, an offensive weapon, alcohol, controlled drugs, stolen property, an article that may be used to commit an offence or to cause injury or damage or any other item which the academy rules identify as an item for which a search may be made."

The Headteacher and other members of staff authorised by them have the power to search a pupil without the pupil's consent if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- *knives or weapons*
- *alcohol and illegal drugs and "legal highs"*
- *drinks or food items made at home that could be sold at the Academy*
- *stolen items*
- *e-cigarettes, tobacco and cigarette papers*
- *fireworks*
- *pornographic images or articles that have been or could be used to commit an offence or cause harm*

We have a responsibility to ensure all members of our community are safe: JQA will not tolerate any dangerous items brought on site. If it is deemed that items threaten the safety or well-being of any member of the Academy or wider community these items will be confiscated and the police may be involved. We expect parents to ensure their child does not bring any banned items onto site by regularly checking uniform and bags.

A teacher or someone who has lawful control of the child can search a pupil with their consent to look for any item banned by academy rules. Pupils must be first asked to empty pockets and bags themselves. If the pupil refuses to give permission the academy may impose a sanction for failing to follow a reasonable instruction.

The Academy will also frequently arrange for the Police to use a knife arch to keep all children safe. We expect every child to cooperate with the Academy whenever a knife arch is present. We also use metal detecting wands regularly to ensure all students and staff are safe.

The police will be informed if students bring into the Academy prohibited items that are considered a threat to the safety and well-being of any member of our Academy community. Any found item(s) will be handed over to the police and the Permanent Exclusion of the student will be considered by the Headteacher.

Any member of staff conducting a search must be the same sex as the student being searched and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched. There is a limited exception to this rule. Staff can carry out a search of a student of the opposite sex to them and without a witness present, but only where it is reasonably believed that there is a risk that serious harm will be caused to a person if a search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Jewellery Quarter Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to academy discipline.

Further guidance regarding the power to search and confiscate student property can be found in the Department for Education (DfE) guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279245/searching_screening_confiscation_advice_feb14.pdf

The academy frequently arrange for the Police to use a knife arch to keep all children safe. We also use 'wands' in academy to ensure students are safe. We expect every child to cooperate with the academy whenever a 'knife arch' is present or staff use a 'wand'.

The police will be informed if students bring into academy prohibited items that are considered a threat to the safety and well-being of any member of our academy community. Any found item(s) will be handed over to the police and the Permanent Exclusion of the student will be considered. The police may also be informed if there are incidents of physical violence in academy between students – assault is assault regardless of whether it happens inside the academy gates.

Our ability to discipline students and maintain an orderly and safe environment in academy can on occasion rely on the confiscation of items from students. Any item that is confiscated (see above for Prohibited Items) is placed in the academy safe by the Headteacher. Parents are contacted about such item(s) and depending on the circumstances of the confiscation, an arrangement is made for the students to either take the item home at the end of the academy day, or for parents to collect the item(s) from academy reception.

The Use of Force To Restrain Students

This section is informed by Paragraph 10 of the CORE Behaviour Policy.

All members of Jewellery Quarter Academy staff have a legal power to use reasonable force. This power applies to any member of staff at JQA. It can also apply to people whom the Head of Academy has temporarily put in charge of students such as unpaid volunteers or parents/carers accompanying students on an academy organised visit. Reasonable force can be used at JQA to prevent students from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Staff at JQA can use reasonable force to:

- Remove a disruptive student from the classroom where he/she has refused to follow an instruction to do so;
- Prevent a student behaving in an unsafe way that disrupts an academy event or an academy trip or visit;
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that threatens the safety of others;
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground;
- Restrain a student at risk of harming themselves through physical outbursts.
- Prevent damage to academy property.

Staff at JQA cannot use force as a punishment – it is always unlawful to use force as a punishment. More is outlined in Section 10 of the Trust Behaviour Policy.

Mobile Phones

Mobile phones should be turned off and out of sight from the moment a student enters the academy premises until they are outside the academy premises at the end of the day. Mobile phones may not be used **on site** at any time of the academy day.

Students whose phones are visible or are heard (playing of music/messages tones etc) can expect them to be confiscated and given to reception. Students can collect their phone, which will be stored securely in a named envelope, from reception after sitting their 60 minute detention at the end of the academy day.

Staff will record on 'Safe – Mobile Phone Confiscation' when recording the correction on Class Charts which will allow staff to monitor and evaluate persistent instances of this.

Students who continually flout this rule will be banned from bringing their mobile phone to the academy. Any student who flouts this ban will have their phone locked in the Academy safe and parents can collect at the Headteacher's convenience.

Parents/carers are expected to contact students and leave messages if necessary during the academy day by calling academy reception.

The contents (data/files/social media accounts) of students phones are subject to being searched (without parental consent) by pastoral staff under paragraph 15 of ['searching, screening and confiscation' legislation, published in Jan 2018](#)

The academy is not responsible for students' mobile phones or devices and they are brought in at students' own risk. The Academy accepts no liability for students' phones that are brought to the premises at their own risk.



Rewards and Recognition

Rewards and recognition are central to the culture of our CORE values and contribute to the creation of a positive learning community by motivating students and recognising success and achievement in and out of lessons.

Due to our high expectations, we will never reward students for doing the expected. Our reward merits recognise the 'over and beyond' qualities that exude our values. Examples of this might be:

Collaboration:

- Working together successfully with others to produce a high- quality outcome
- Selflessly helping another member of the JQA community

Opportunity:

- Outstanding effort to make the most of every minute of learning
- Representing the academy superbly on a trip or visit

Respect:

- Pride in work – high quality presentation
- Demonstrating high-quality respect for others

Excellence:

- Superb classwork or homework
- Outstanding performance to represent the academy
- **100% attendance**

Positives will be recorded by staff via Class Charts for the above behaviours and can be viewed on Class Charts using the login which is written in student planners or available to parents from Reception. Students can cash in their positives at the Reward Shop to win prizes and also qualify for rewards such as Hot Chocolate with the Headteacher (fortnightly), Reward Assemblies and Golden Table (Termly), End of Year Rewards trip (Annually).

We have the following other positives available:

- Form Tutor positives
- SLT positives
- Headteacher positives

Praise, recognition and rewards are used to emphasise the high standards expected in our learning culture.

Appendix A

Reactions: what types of behaviour should receive consequences?

The following examples of behaviour should place the student into a 60 minute correction if they are not heeded after a formal warning conversation:

- Ready – lack of work/head down on desk after conversation
- Ready – planner not signed (issued by form tutor)
- Ready – disrupting silent Do Now/silent work
- Ready – off-task behaviour
- Respectful – refusal to follow instructions
- Respectful – not listening/talking over the teacher
- Safe – getting up out of seat
- Safe – throwing things in class
- Safe – eating/drinking in class

This list is not exhaustive and can include any behaviours that are deemed to be in breach of the gold standards of our 'Code of Conduct'.

An 'on call' request may be required if students display any of the following:

- **Persistent** refusal to co-operate with the agreed Code of Conduct that **significantly impacts on the learning of the class** after all strategies have been exhausted.
- **Serious incidents such as:**
 - Threatening behaviour towards another student
 - Swearing directed towards another student
 - Vandalism of property.
 - Refusing to hand over a mobile phone (non-compliance with the Mobile Phone Policy) during a private conversation to assert the policy
 - Swearing or threatening behaviour which is directed towards a member of staff
 - Physical violence towards another student
 - Racist or homophobic remarks
 - Possession of banned items
 - Theft
 - Dangerous behaviour
 - Truancy from lesson
 - Leaving learning zones/breaking bubbles during enhanced measures – see Appendix H

Appendix B

Routines are essential for high quality teaching and learning to take place. We use simple routines to start and end lessons and the expectation is that they are done well by all staff and students.



Appendix C

Disciplinary stages following Form Tutor and Year Group-Co-Ordinator Report

Step 3
Assistant Headteacher Warning (SEND-Co to attend where appropriate)
<ul style="list-style-type: none">I have been presented to the Disciplinary Panel of the academy because of my behaviour. It is affecting learning in classrooms and is disruptive to the academy community.
<ul style="list-style-type: none">I agree to follow the home academy agreement and to two clear RRS targetsI agree to a Passport or Managed move to another academy if there is no improvement in my behaviour or conductI agree to improve my behaviour and attitude to learning or be presented to the Deputy Head of Academy

Proactive Mentoring and Monitoring

- AHT to monitor on report for an agreed period of time in meeting
- AHT to monitor data and to complete regular parental contact.
 - Pastoral intervention programmes to be sought

Step 4
Deputy Head of Academy Warning
<ul style="list-style-type: none">I have been presented to the Disciplinary Panel of the academy for a second time because of my behaviour. It is affecting learning in classrooms and is disruptive to the academy community.
<ul style="list-style-type: none">I agree to follow the home academy agreement and to two clear RRS targetsI agree to improve my behaviour and attitude to learning or be presented to the Head of Academy at a Disciplinary Panel.

Proactive Mentoring and Monitoring

- Deputy Head to monitor on report for a period of time decided
 - Deputy Head to complete regular parental contact.
 - Pastoral intervention programmes to be sought

Step 5
Headteacher Warning
<ul style="list-style-type: none">I have been presented to the Disciplinary Panel of the academy for a third time because of my behaviour. It is affecting learning in classrooms and is disruptive to the academy community.
<ul style="list-style-type: none">I agree to follow the home academy agreement and to two clear RRS targetsI agree to alternative provision to avoid permanent exclusion if the academy decidesI agree to improve my behaviour or be presented to the Head of Academy and a Academy Governor at a Disciplinary Panel.

Proactive Mentoring and Monitoring

- Head of Academy to monitor on paper report for a period of time decided
- Deputy Head and Headteacher to monitor data and to complete regular parental contact

Final Step
Governor Warning
<ul style="list-style-type: none">I have been presented to the Disciplinary Panel of the academy for a final time because of my most serious behaviour. It is affecting learning in classrooms and is disruptive to the academy community
<ul style="list-style-type: none">I agree to follow the home academy agreement and to two clear RRS targetsI agree to alternative provision to avoid permanent exclusion if the academy decidesI understand that if there is no improvement then I may be permanently excluded

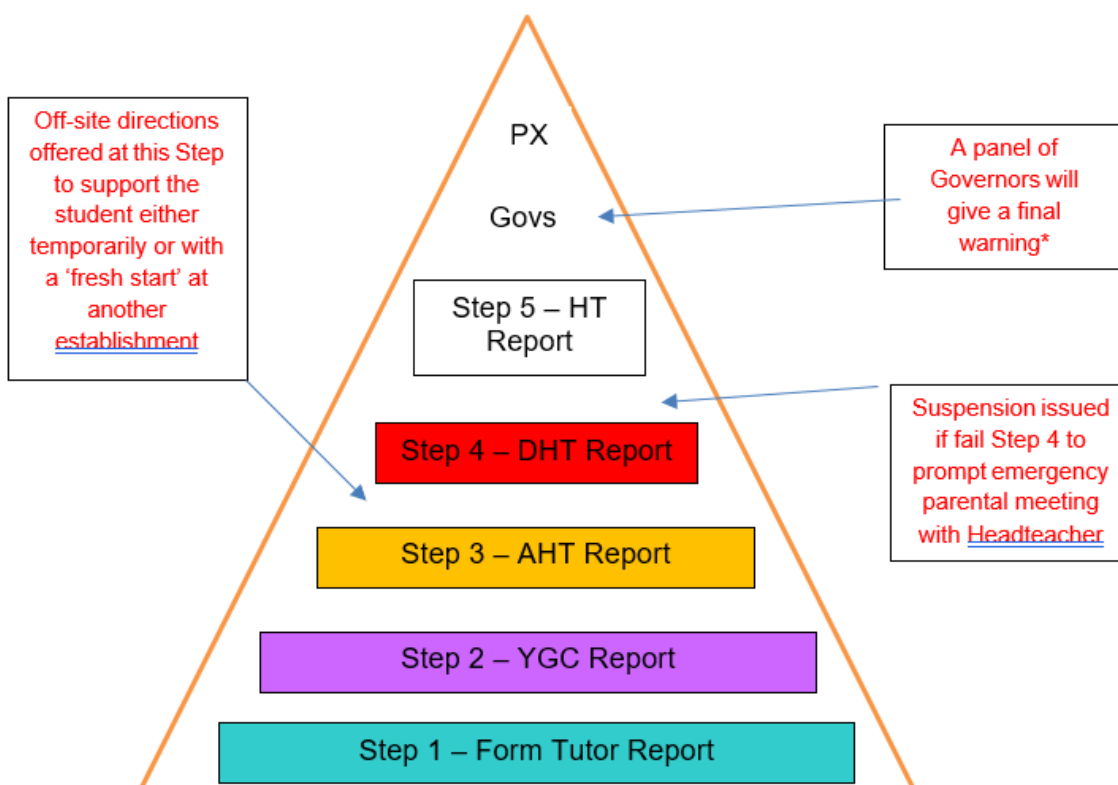
Proactive Mentoring and Monitoring

- Assistant Headteacher and Headteacher to monitor data and to complete regular parental contact.

Permanent Exclusion

Appendix D – Support Pyramid

- Parents will be informed and involved at each step of the process and are expected to support the academy in ensuring we collaborate to avoid the potential permanent exclusion of their child. Off-site direction and Managed Moves will be used in accordance with the latest DFE Guidance.



Appendix E

Parent and Carer Code of Conduct

We are very fortunate to have a supportive and friendly parent/carer body. Our parents/carers recognise that educating children is a process that involves partnership between parents/carers, class teachers and the academy community. As a partnership, our parents/carers will understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons we continue to welcome and encourage parents/carers to participate fully in the life of JQA.

The purpose of this code of conduct is to provide a reminder to all parents/carers and visitors to our academy about the expected conduct.

Guidance

Our core values as a academy are:

- Collaboration
- Opportunity
- Respect
- Excellence

With these values in mind, we expect parents/carers to respect the ethos and values of our academy by:

- Understanding that both teachers and parents/carers need to work together for the benefit of their children. Parents and carers can do this by adhering to their part of the Home-Academy Collaboration Agreement.
- Demonstrating that **all** members of the academy community should be treated with respect and therefore set a good example in their own speech and behaviour when communicating with any member of the academy's community
- Seeking to clarify a child's version of events with the academy's view in order to bring about a peaceful solution to any issue.
- Correcting their own child's behaviour especially in public where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour.
- Approaching the academy courteously to help resolve any issues of concern
- Being on time for any meetings with staff in the academy or at external venues
- Supporting the academy's behaviour policy and working together with the academy
- Ensuring their child has the correct uniform and equipment, according to our policy online.

In order to support respectful and safe academy environment we cannot tolerate parents/carers and visitors exhibiting the following:

- Disruptive or aggressive behaviour.
- Being rude or using offensive or threatening language to a member of academy staff, academy associate, visitor, fellow parent/carer or student; in person, over the telephone or in written communication.
- Using devices to record meetings with staff
- Approaching someone else's child in order to discuss the actions of that child towards their own child or to chastise them for those actions.

- Smoking and consumption of alcohol or other drugs whilst on academy property.
- Dogs being brought on to academy premises.

Should any of the above behaviour occur on academy premises, we may feel it is necessary to contact the appropriate authorities and if necessary, ban the offending adult from entering the academy grounds.

We trust that parents/carers will assist our academy with the implementation of this policy and we thank you for your continuing support of the academy.

Inappropriate use of Social Network Sites

Social media websites can sometimes be used to fuel campaigns and complaints against academy, the headteacher, academy staff, and in some cases other parents/carers/students. The academy considers the use of social media websites in this way as unacceptable and not in the best interests of the students or the whole academy community.

In serious cases the academy will also consider taking advice as to its other options in dealing with any such misuse of social networking and other sites.

Any concerns you may have about any of our academy must be made through the appropriate channels.

We would expect that parents/carers would make all persons responsible for collecting children aware of this code of conduct.

Appendix F – Classroom Management at JQA

All resources for lesson prepared in advance. SEND students are recognised on seating plan and supported appropriately through planning. Greet pupils warmly at the door, establishing high expectations consistently at the beginning through '4 To Start.' Use of rewards to motivate students and publicly recognise 'over and beyond' students. Orderly dismissal via '4 To Finish.'

Expectations Reminder – Addressing Low-Level Disruption To Learning (Nudging)

The issue

Talking over others, talking over you, not paying attention, distracting others...any behaviour that slows the learning pace.

How to deal with it

Non-verbal messages – move and stand next to pupil; put fingers to lips; be seen looking etc

Simple Direction – clear **WARNING** statement of required behaviour in private, using 'thank you' to show expectation of compliance

Positive language/statements to draw attention to best conduct – use of Recognition Board/Rewards

What to do if it continues: see below

Key Tip: avoid shouting – maintain emotional constancy

Amber (Warning Conversation) – Dealing With Repeated Low-Level Disruption To Learning

The issue

You have warned a student of your high expectations but the same behaviour is persisting and slowing the pace of learning

How to deal with it

Rule Reminder – firmly restate the relevant rule. 'We...' (see Code of Conduct)

Choice or consequence – enable a student to take responsibility by giving them a choice and explaining the consequence of the 'wrong' choice

Move the student seats in the classroom to give them an opportunity to correct their behaviour

Key Tip: remove the public audience

Red – (Sanctioning) Behaviour That Is Affecting Learning Significantly – C60

The issue

You have given an 'Amber' warning to a student but they have continued to exhibit behaviours that slow the learning of the lesson.

What To Do – inform the student privately that a detention will be set and a record of their behaviour logged on Class Charts (which their family can see) and that you expect to see them in detention to discuss the behaviour further.

Key Tip: ensure you use the script below to remind students of which rule of the Code of Conduct has been broken

Making an On Call Request – Serious Incident or Persistent, Significant Disruption Making It Impossible For Learning To Take Place – C60 and further intervention

This should only be used as a last resort when all other avenues to accommodate the student in the room have been exhausted. Class Charts' 'emergency alert' should be used to alert on call staff who will be patrolling with a tablet.

This can also be used for a **serious incident** which compromises staff/student safety such as a fight or threatening behaviour. More can be found in Appendix A (p16) of the Behaviour procedures.

Key Tip: log all behaviour incidents on Class Charts objectively and factually

The Subject Leader will monitor all behaviour in their department and advise/support staff, liaising with the AHT/DHT appropriately. Year Group Co-Ordinators will monitor behaviour data weekly and act appropriately with support of SLT.

Appendix G – Staff Script

Standard script for a 30 second student intervention to warn/correct and reinforce our rules:

- 1) Remove emotion:** “Name....pause.....Name....I’ve noticed that (state the negative behaviour)*”
- 2) Remind:** You remember our rule about... (Ready, Respectful or Safe) and I need you to now (state the positive behaviour you need to see – preferred future)
- 3) Recollect*:** Remember when (find a positive that student has done previously linked to the behaviour you want to see)
- 4) Remove yourself (and or sanction):** That’s what I need to see now (or) you will be in detention at 3.10pm. Thanks. (Exit).

Tone and posture/positioning are crucial in any intervention to be assertive but non-confrontational

*If ‘fogging’ occurs use the following shutdown sentence. ‘I hear what you are saying but this is about YOUR Behaviour and OUR expectations...’

Appendix H – Safe on Site during Covid-19 Measures

This addendum to the Behaviour Policy of Jewellery Quarter Academy is for use during the arrangements for education of students in academy during the [Covid-19 enhanced measures](#). It is to be used in conjunction with, and read alongside, the Behaviour Policy Code of Conduct.

Arrival and Departure on Site

This may be staggered to limit social contact and also limit the impact on public transport. Students and parents/carers should be aware of this and adhere to it in the interests of safety.

Break and Lunch

Students may be given clarity regarding their designated spaces at break and lunch and should remain in these spaces. These spaces will be supervised by duty staff and students will get to these venues by designated routes. Students are to follow instructions by staff and remain in these locations. Toilet use will be carefully monitored to ensure year groups are separated.

Uniform and Equipment

There is no need for anything other than normal personal hygiene and washing of clothes following a day in a academy - <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-academys-from-1-june/planning-guide-for-primary-academys#annex-a-behaviour-principles>.

Therefore Jewellery Quarter Academy expects all students in full, clean academy uniform. Where there are genuine issues, such as outgrowing clothes or issues where families require support with clean uniform (white goods failure, for example)– this should be communicated with the Academy – the Academy may be able to facilitate with a temporary replacement of uniform items.

Students may be expected to wear masks on site. Students will be offered PPE on departure if they use public transport. Gloves will not be permitted. If students are wearing gloves, these will be confiscated and disposed of safely on entry.

Equipment will not be provided by the academy. Students are expected to bring their own equipment and parents/carers should refer to the uniform and equipment policy on the website.

Conduct – Ready, Respectful and SAFE

Our code of conduct is very clear: students should be Ready, Respectful and **Safe**. Students will be given clear guidance as to how these expectations enable all to be safe in the academy as part of their re-induction in September 2020. It is a very uncertain time for all, but we aim to give staff and students clarity of our expectations and procedures should conduct not meet these expectations in staying within year group bubbles and zones.

READY

Leaders will...	Staff will...	Students will...	Parents/carers will...
<ul style="list-style-type: none"> ❖ Provide any uniform where family communicate issues ❖ Ensure there are clean areas for refreshments for staff ❖ Provide ample amounts of sanitation liquid, soap, handwash and paper towels ❖ Support staff with ways to produce resources and deliver live learning in a safe and socially distanced way ❖ Provide face shields for staff to use where appropriate 	<ul style="list-style-type: none"> ❖ Arrive at academy in clean clothes every day ❖ Bring and use their own water bottles and travel cups for drinks ❖ Wash their hands when they arrive and continue to wash/sanitise them throughout the day ❖ Prepare all resources needed for each day's lessons if on site and be ready to deliver live lessons punctually 	<ul style="list-style-type: none"> ❖ Arrive at academy in clean uniform every day they are on site ❖ Bring with them their own water bottle and equipment ❖ Wash their hands before leaving the house and then as soon as they get to academy before sitting down at their desk (and after each break and lunch) ❖ Listen to their teacher and make sure they are getting out the correct resources needed from their pack on their desks/work areas 	<ul style="list-style-type: none"> ❖ Ensure that their child has their own equipment ❖ Ensure their child has clean and appropriate uniform in line with JQA expectations ❖ Ensure they and their child are clear about arrival times and expectations for zones on site ❖ Ensure students attend everyday in line with attendance expectations

RESPECTFUL

Leaders will...	Staff will...	Students will...	Parents/carers will...
<ul style="list-style-type: none"> ❖ Put in place as many visual and practical measures to ensure social distancing is adhered to ❖ Set out clear expectations and guidance for staff and students to follow in line with government expectations ❖ Provide support to all those staff, students families who are anxious or worried about the pandemic 	<ul style="list-style-type: none"> ❖ Respect everyone's right to social distance and keep 2 metres away from students wherever possible by remaining in the teacher zone when delivering learning ❖ Give clear and polite instructions with a chance for students to ask for clarification ❖ Show empathy and understanding to students and colleagues who are finding things difficult 	<ul style="list-style-type: none"> ❖ Respect everyone's right to social distance and keep within their zones at all times, respecting staff space by not entering the teacher zone and social distancing. ❖ Collect food from designated areas only at social times ❖ Ensure toilet facilities and handwashing stations are treated with respect, ready for the next user ❖ Follow the instructions given by their teacher and ask questions if they are unsure ❖ Encourage each other and support the academy by being kind, positive and understanding. 	<ul style="list-style-type: none"> ❖ Support the academy's measures by ensuring they are clear about expectations for arrival ❖ Only make appointments to attend reception and not attend without an appointment to respect everyone's right to social distancing



Leaders will...	Staff will...	Students will...	Parents/carers will...
<ul style="list-style-type: none"> ❖ Cover absences or adjust provision if needed and assess safety of all regularly ❖ Provide resources to enable students to access their own set of things needed to learn ❖ Provide adequate facilities to enable everyone to wash hands regularly and safely access toilets ❖ Model all the expectations being placed on staff and students ❖ Provide ample cleaning equipment to ensure resources and learning areas are clean ❖ Divide the academy in to learning/social spaces that allow social distancing ❖ Adjust the academy day to allow staggered learning, breaks and start/end times 	<ul style="list-style-type: none"> ❖ Inform a leader or stay at home if they feel unwell, following absence policy and procedures ❖ Practice and teach 'Catch it, bin it, kill it' ❖ Organise lessons and resources so that minimal sharing is needed ❖ Regularly have 'hygiene breaks' including hand washing and toilet breaks ❖ Model and remind students of the expectations being placed on students ❖ Strictly follow guidance on the learning spaces they have been assigned ❖ Follow and be aware of new timings to ensure smooth starts to lessons. 	<ul style="list-style-type: none"> ❖ Tell an adult if they feel unwell at all ❖ Follow the 'Catch it, bin it, kill it' rules and sleeve sneezes! ❖ Not share resources or walk around learning spaces ❖ Not visit toilets in lesson times (unless they have a medical pass) ❖ Wash their hands, following the instructions they have learnt, go to the toilet when asked by the teacher ❖ Clean things if asked to by the teacher and do so by following the instructions carefully ❖ Only learn/be in the places they have been assigned to ❖ Follow the timetables/groupings as set out by their teachers and not deviate from them to see other students ❖ Clear the site immediately when instructed ❖ Ensure they wear PPE on public transport and not mix with other students from other academies or year groups, keeping 2m distance. 	<ul style="list-style-type: none"> ❖ Work with and communicate with the Attendance Manager where appropriate to respond and engage with test and trace procedures where appropriate ❖ Ensure they do not loiter around the site, keeping distance from others ❖ Ensure their child is aware of the expectations of being 'safe' on site by remaining in zones and when travelling to and from academy using public transport.

Where students are not 'Safe' on site under the July 2nd government guidance around prevention and response, the following procedures will be applied. This is a procedural amendment to Appendix F above (from June 1st) for on site delivery of lessons whilst government measures are in place:

Category of Concern	Actions	Consequences
Dealt with by class teacher under usual procedures	<ul style="list-style-type: none"> - Slowing the teaching and learning for others with conduct that is not Ready or Respectful (e.g persistent talking, opting out of learning by passivity or lack of effort) 	<ul style="list-style-type: none"> - Conversation with student(s) which could include a verbal warning, moving seats and other behaviour management strategies that fall within social distancing guidelines. - C60, on call
Red (Safe) Dealt with by SLT	<ul style="list-style-type: none"> - Serious or persistent Refusal to follow instructions that put Staff / Students at risk. - Deliberate, repeated defiance of Social distancing and zoning measures. - Deliberate coughing/sneezing/exhaling towards students or staff - Any other serious breach of the Code of Conduct that would normally result in suspension (see above) 	<ul style="list-style-type: none"> - On call contacted using Class Charts alert or radio used if social times - Immediate withdrawal from lessons and social times with SLT and conversation around safety. - Phone call home to alert family - Suspension (phonecall made by SLT with powers delegated by Headteacher) - Police involvement where appropriate
*Dealt with by Headteacher	A student is unfortunately sent home by SLT on site with parental notice or collected by parents (Suspension imposed)	<ul style="list-style-type: none"> - The Headteacher will have a conversation with the parents/carers of any student who falls into this category.

Appendix I – Remote Learning: Expectations of Conduct

The academy has a very clear Code of Conduct: **Ready, Respectful, Safe**. This Code of Conduct applies to distance learning equally.

Expectations

Teachers:

- Preparedness for the remote lesson, as if you were planning and delivering a lesson at academy
- Punctuality to Virtual Tutor Times and Live Lessons.
- Registers completed as soon as possible, on that day.
- Lessons should adhere to the agreed lesson framework
- Ensure all learning delivered is high quality
- Manage the online lesson in line with the academy's behaviour procedures (below)

Students:

- Attend all VTT and timetabled lessons
- Be punctual for all VTT and timetabled lessons
- Have appropriate equipment (Writing utensils and Notebook) as well as anything additional stated by your teacher.
- Ensure behaviour standards are in line with JQA's behaviour policy, and all teacher's instructions are followed.
- That students fully engage in the learning, endeavour to answer questions and complete any work – returning to meet any deadlines set.

Mechanisms to Minimise Potential Misconduct

This section will outline online strategies teachers can use to minimise any disruption in lesson whilst delivering on Microsoft teams:

1. During a lesson, staff can click on the participant list and tick 'mute all' to quickly mute everyone. But please be aware that participants are then able to unmute themselves. This is a Microsoft Teams issue.
2. To mute **all** students from posting in the 'posts' section of the Team and also in the 'chat' function during a meeting, you can mute them by doing the following:
 - a. Click the three dots next to 'general' in the menu on the left and click on 'manage channel.'
 - b. In 'channel settings,' you will see permissions.
 - c. By default, it will set to 'anyone can post messages, but you can change it to 'only owners can post messages' meaning that students will not be able to post, but teachers will.

- d. Just be mindful that this would mean that students will not be able to post anything in that Team (both on 'posts' and in the 'chat' function during meetings), but they can still send you private messages.
3. To mute **specific** students from contributing in the 'posts' part of the Team, and also in the 'chat' function during a meeting, you can mute them by doing the following:
 - a. Click the three dots next to the Team name in the menu on the left and click 'manage team'
 - b. You will see a list of owners (the teachers) followed by a list of 'members and guests' – this is where you will find your students. You may need to click to open the list.
 - c. You will see a column that is called 'mute students' – you can tick individual students in this column to only mute an individual.

Procedures for Dealing with Misconduct

Teachers:

If all mechanisms to minimise fail, and behaviour becomes a persistent problem - please follow the procedure below:

- 1) The class teacher will contact the parents of that student, explain the behaviours and their effect on the lesson - ask parents to communicate this with their child and potentially monitor their online behaviour.
- 2) If this has no effect, please engage your Year Group CVo-Ordinator - email them about the issue in detail and provide any evidence available – Cc your Phase Leader and SLT link into the email. They will then contact parents about the situation, YGCs will make it clear that should their behaviour not improve, then it will be referred to SLT.
- 3) If issues are still occurring in lessons, YGCs will refer the issue to their SLT link. An email should be sent to the relevant SLT link highlighting the steps already taken and any evidence that can be attached. This may lead SLT to arranging a socially distanced meeting, with both parents and student, to convey the concerns raised.
- 4) If issues persist, the Headteacher of the academy will decide about the suitability of that student engaging with online learning and issue appropriate sanctions in accordance with our behaviour policy, insisting the student attends school and learns remotely from site.

Parents:

If parents have any concerns with their child's online learning, they can report it to academy in the following ways.

- 1) Ring the academy reception on 0121 729 7220, opening hours 8.30 a.m. until 4.00 p.m., Monday – Friday.in term time.

- 2) Email the relevant staff, all email addresses are on the JQA app, downloadable from app stores – just search for Piota.